Our school at a glance

Principal's message

Bodalla Public School is a small rural school which boasts excellent facilities in extensive grounds. This outstanding environment assists in the continuing provision of a quality education in a happy, safe atmosphere where staff and students alike work productively and cooperatively.

The school focuses strongly on the core business of teaching and learning in all Key Learning Areas, while emphasis is placed on the development of programs to achieve stage outcomes in literacy and numeracy for all children. As well as having strong support for learners we strive to help average learners to become excellent learners through challenging and engaging lessons and activities encompassing the NSW Quality Teaching framework. Teacher Professional Learning funds supports staff in many areas.

Bodalla Public School has a very active Learning Support Team who identifies children with extra needs and develops programs and strategies to address those needs. This team is led by the School Learning Support teacher. Processes are in place to ensure all teachers and students are supported whenever needed. The management of our Learning Support is exemplary and has been noted across our School Education Group. The regional position Assistant Principal Learning and Support is also based at Bodalla. Mrs Llewelyn Read has supported us particularly in the Learning Support Team.

A computer lab is operational and all classes participate in dedicated lessons.

This year, the Executive team at the school consisted of Therese Aston, Principal and Mr Peter Flynn, Assistant Principal.

Mrs Glenda Wood was appointed Learning and Support Teacher for 2.5 days per week. This is a permanent position.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Therese Aston
Principal

P & C and/or School Council message

With 2012 coming to a close the Bodalla P & C have had another successful year with fundraising, the establishment of our new wicking garden and the Art Studio renovations.

During the year the P & C committee of Michelle Robinson, Amy Miles, Sarah Hockey, Julie Czubara, Anabel Blake and Lisa Mazzucchelli, have organized helpers and fundraising activities throughout the year. Some of these activities were:

1. Gold coin parking on Good Friday at the Bodalla Bowling Club;
2. District cross country BBQ at Potato Point;
3. Mother’s Day stall;
4. Bodalla School Fair;
5. School Athletics Carnival canteen;
6. Father’s Day stall;
7. Lamington Drive;
8. Sock-it-to You Catalogue;

Also during the year Julie Czubara has been running the uniform shop and Sarah Hockey the canteen. Throughout the year both ladies have worked extremely hard and given more than required…..THANK YOU BOTH.

Thanking our helpers is a very important job. Unfortunately I’m not going to list the helpers for 2012 because I’m worried I may miss a name and offend someone. We try and thank you personally in our weekly newsletters and when we have the opportunity to speak. But if for some reason we have missed you a big THANK YOU.

None of these activities would be possible without your help.

The P & C would not be able to function without the wonderful assistance from Therese Aston, all the staff, Debbie and Trish from the administration office, John the groundsman and Graham & Dennis the cleaners. Many a time the P & C has called upon these people for assistance out of school hours…..THANK YOU.
To the Year 6 students leaving our school this year, good luck in high school and don’t forget the words of the school song! To the parents moving on, Bodalla Public School won’t be the same without your help at our fundraising activities. As Mrs Aston has stated it is Parent and CITIZENS….so you are all still welcome at the meetings.

I have been very fortunate in having a great committee this year who have worked so hard for the staff and students at this school. I would like to say a special thank you to Michelle Robinson who has been a great help to me during the year. (We had big shoes to fill with Vee leaving!) Good luck in 2013.

I encourage all parents and carers to become a member of the P & C in 2013. Being involved organizing the fundraising activities is a fun and rewarding experience and helps to benefit all children at Bodalla School.

THANK YOU to every parent, carer, staff member and friend of Bodalla Public School. You help contribute to this great school. I will miss Bodalla Public School, its beautiful school, great students, dedicated staff which has the whole support of the Bodalla community. ‘To Thyself Be True!’

Gail Bice
P & C President

Student representative’s message

2012 saw the continuation of our School Parliament. The student body elected 8 ministers who then elected our Prime Minister.

Hello everyone. Most of you will know us, Alexander Connolly and Reuben Ryan, the school Prime Minister and Deputy Prime Minister for 2012.

We’ve been students of Bodalla Public School for the past seven years. In that time we have learnt to read, write, do maths and express ourselves creatively, as well as being involved in lots of sport.

Most of all we have been given the confidence to go forward with our lives and achieve to our fullest potential.

We’d like to thank all the people who have helped to make our school lives special.

Firstly, Gail Bice and the P&C have been very supportive with fundraising and the marvelous Bodalla Fair.

Our teachers who guided us were always there to help us: Mrs Parry, Mrs Wood, Ms Dadd, Mr Flynn, Mr Jones, Mrs Houston, Mrs Jessop, Mrs Fitzgerald, Mrs Crapp and Mrs Knight.

Mrs McGann and Mrs Lawrence in the office make sure we are all looked after. The gardener always keeps our environment lovely. Our bus drivers have been very kind to us also.

We have been lucky to enjoy the support of the rest of the parliament and our classmates and the whole school.

Mostly we’d like to thank our principal, Mrs Aston, who was also our teacher in year six, for being so much fun and teaching us so much.

All that’s left to say is Good Luck to the new parliament and we hope to enjoy High School as much as Primary.

Message from Alexander Connolly & Reuben Ryan (Prime Minister & Deputy Prime Minister)

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Enrolments have trended down in 2012. Kindergarten intake at the beginning of the year did not balance the leaving Year 6 cohort.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>82</td>
<td>76</td>
<td>69</td>
<td>74</td>
<td>74</td>
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</tr>
<tr>
<td>Female</td>
<td>83</td>
<td>76</td>
<td>72</td>
<td>66</td>
<td>67</td>
<td>54</td>
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</table>
Student attendance profile

Our school record of attendance has improved against state and regional levels in 2012.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.2</td>
<td>92.6</td>
<td>92.5</td>
<td>93.4</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>91.6</td>
<td>91.5</td>
<td>92.7</td>
<td>92.6</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>92.0</td>
<td>93.3</td>
<td>94.6</td>
<td>93.7</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>93.4</td>
<td>90.2</td>
<td>93.4</td>
<td>94.9</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>95.0</td>
<td>91.6</td>
<td>92.8</td>
<td>92.9</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>93.3</td>
<td>93.3</td>
<td>95.3</td>
<td>95.1</td>
<td></td>
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<tr>
<td>6</td>
<td>95.8</td>
<td>95.7</td>
<td>93.8</td>
<td>95.1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.9</td>
<td>93.6</td>
<td>92.5</td>
<td>93.7</td>
<td>94.1</td>
</tr>
</tbody>
</table>

Management of non-attendance

Teachers’ reminder pro formas are sent home when no explanation is sent to school. HSLO intervention has increased. Patterns of irregular attendance are reported to the principal who then works with the Learning Support Team to develop strategies to reduce unsatisfactory attendance. Contact is made to parents via phone; parents are reminded via newsletters about the attendance regulations and the importance of attending school every day (except when sick). HSLO intervention is used in cases where school strategies have been unsuccessful.

Structure of classes

2012: K/1, 1/2, 2/3, 3/4, 5, 6.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

In 2012 the school’s executive entitlement was maintained. Mr Flynn is the Assistant Principal. Mrs Dian Jessop retired due to ill health and Ms Whiteley and Mrs Wood shared the 1/2 class. Mr John Morrow relieved in the General Assistant’s position in 2012.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Assistant Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal (LS)</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>School Learning Support Teacher</td>
<td>0.5</td>
</tr>
<tr>
<td>RFF</td>
<td>0.252</td>
</tr>
<tr>
<td>Teacher Librarian</td>
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</tr>
<tr>
<td>Part-time</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.7</td>
</tr>
<tr>
<td>Total</td>
<td>10.652</td>
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</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

At the beginning of 2012 there were two Aboriginal teachers in our school.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>$39023.90</td>
</tr>
<tr>
<td>Global funds</td>
<td>$118426.55</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$78673.90</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$32203.60</td>
</tr>
<tr>
<td>Interest</td>
<td>$2029.79</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$6979.35</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>$238313.19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>$11774.31</td>
</tr>
<tr>
<td>Excursions</td>
<td>$17835.40</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>$28038.22</td>
</tr>
<tr>
<td>Library</td>
<td>$2073.31</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>$11229.83</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$66579.50</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>$16061.55</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>$31838.49</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>$24772.37</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$6501.07</td>
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<tr>
<td>Trust accounts</td>
<td>$7695.40</td>
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<tr>
<td>Capital programs</td>
<td>$6990.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>$231389.45</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>$45947.64</td>
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</tbody>
</table>

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Academic

The ‘My School’ website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au/](http://www.myschool.edu.au/) and enter the school name in the Find a school text box and GO.

Arts

- 4 students were given the opportunity to participate in visual arts workshops at Wollongong City Gallery. Gallery staff highly praised the talent and focus of our children.
- All students participated in a weekly sequenced visual arts program as part of RFF teaching in the newly refurbished Art studio.
- Children attended a variety of visiting performances.
- Yr 6 students participated in an extended (2 term) Rock On (instrumental music) program and performed as part of our Talent Quest ‘Bodalla’s Got Talent’.

Technology

Computer lab established. All students for terms 1 and 2 were instructed in computer skills as part of RFF. Teachers were inserviced and classes continued after RFF reverted to Art.

Southern Rivers Catchment Management Authority

Protect our River Protect our Future Project – Year 6 participated in this project. As part of the project they learned about the Aboriginal heritage of the area as well as the importance of the river to the environmental health of the area. The final product, a book entitled “ngadjung gadhu-ya (Fresh Water to Salt Water) A Tuross River Story”, was described by project coordinators as ‘stunning’ and a real credit to our school, our students and to Mr Phil Jones who worked with the children and took the photographs for the publication. Sales for the book are encouraging and many tourist businesses are selling them to visitors.

Sport

School Sport

Bodalla Public School continues to offer a comprehensive range of activities that caters for children of all abilities and interests. In 2012, our students were involved in a number of Gala Days coordinated by development officers from some of Australia’s major sporting codes. Students were also involved in structured PE lessons, competitive sport, selection trials for district teams, state knockouts and a wide range of
lunchtime competitions. In competitive sport, Bodalla achieved outstanding results and a number of students excelled at a very high level.

Swimming
The year began with the school swimming carnival, held at Narooma Swimming Pool. Central Tilba School were once again invited and the overall participation rate was high. A team of approximately fifteen students then went on to attend the District Carnival.

Rugby League
In Term 1, Year 5 & 6 students participated in rugby league clinics and a gala day, competing against local schools with some success. Boys were involved in tackle league and girls played league tag.

Netball
2 students, Georgie Brown & Talia Moreton-Stewart represented at the South Coast Championships.

AFL
- Year 5 & 6 students also participated in AFL clinics and the AFL Gala Day at Narooma. All Bodalla teams, mixed, boys and girls team were victors and went on to play at the South Coast Championships. At this major event, the boys and girls team won through to the finals but lost narrowly.
- Years 3 & 4 also participated in AFL clinics but unfortunately their gala day was washed out by heavy rain.
- Kinder, Year 1 & 2 also participated in an AFL skills development day at Narooma. No competitive games were played and the emphasis was on skills development and fun. All AFL events were highly successful and greatly enjoyed by students.

Cross Country
- The school cross country event was held in Term 2 on the school grounds. Students competed in races over distances of 1km to 3km. Kindergarten were supported by Year 6 students during their 1km run and once again the day was an outstanding success.
- The School Sports Coordinator, Mr Phil Jones, convened the District Cross Carnival at Potato Point in mid-May. All eleven Eurobodalla schools attended with Ulladulla Public taking out the champion school title. Bodalla performed strongly with 48 students in attendance and recorded 6 results in the top ten. 2 students (Lachlan Connolly & Lateisha Stewart) won through to the Regional Carnival.

State Knockouts
Bodalla Public also participated in state knockout competitions for soccer and netball. Our boys and girls soccer teams were defeated in the early rounds, as was the netball team.

Athletics
- The school athletics carnival was held at the Bodalla oval, early in Term 3. Field events were completed at school in the weeks leading up to the carnival. Students from Kinder, Year 1 & 2 also participated in running events and fun novelties. Hurdling was included in the carnival program as an official event for the first time and proved very popular.
- The District Athletics Carnival was held at Narooma and for the 2nd year in a row, Bodalla students performed at an excellent level. In the lead-up to the carnival, our representatives further developed their skills during lunchtime training sessions and this had a positive effect on performances. In the overall championship, Bodalla finished 6th.
- Following the District Carnival, 9 students attended the South Coast Regional Athletics Carnival in Canberra. 4 students recorded top ten finishes.

State Carnivals
Two students also gained outstanding success in AFL and Soccer. For the second year in a row Chandler Nelson-Edwards gained selection in the South Coast AFL team and performed with distinction at the State AFL Carnival. Alexander Connolly gained selection in the boys South Coast Soccer team and played a leading role in helping his team to reach the final four at the state carnival.
Lunchtime Competitions
Lunchtime competitions proved to be popular in Terms 2, 3 & 4. In Term 2, approximately fifty students participated in a ‘4 on 4’ soccer competition. Girls and boys from Grades 3, 4, 5 & 6 participated. In term three, a ‘4 on 4’ touch football competition was held and once again, all primary grades were involved. Finally, in Term 4, the annual ‘3 on 3’ basketball competition was held with approximately 50 students involved and this was followed by an Indoor Hockey competition. Indoor Hockey proved to be very popular and will be held in Term 1 in 2013. All competitions were held over a five to six week period.

Swimming Instruction
In Term 4, students from Years 2, 3, 4, 5 & 6 (non-swimmers) were involved in an intensive swimming scheme at Narooma pool for a 2 week period. Instruction was given by professional instructors to teach children to swim.

Uniforms
New uniforms were purchased in 2011 for use at district cross country and athletics carnivals. Bodalla School students enjoy the unity and team spirit that sports uniforms create so a high level of uniform presentation is essential.

Summary
Bodalla’s sporting programs are wide ranging and the school has achieved outstanding results in recent years. The benefits of such a varied program are obvious, both in terms of physical and mental development as well as the possibility of increased academic performance. Bodalla Public School continues to provide an outstanding sporting program for its students.

Other
- Marine Park Excursion – from Eurobodalla Shire Council
- Enviroday- Botanic Gardens Yr 5
- School excursions were again successful, with both Yr 5/6 attending Canberra and Yr 3/4 Wollongong and Schools Spectacular
- Life Education program used to complement PD/H/PE programs
- CWA International Day on East Timor. Students’ projects included reports, models and powerpoints
- Links strengthened with Narooma High through:
  - Maths Linkages, Ceramics, Leadership workshops and an effective transition program
- Yr 6 participated in Science lessons delivered by Narooma High School teachers and at Narooma High
- Inclusion in Eurobodalla and Braidwood Learning community events: Writers’ Roadshow (hosted by Bodalla); Academic Challenge where we came first in small schools
- Murder Under the Microscope – on-line environmental challenge for senior students (Yrs 5 & 6)
- Australian Mathematics Competition
- Premier’s Spelling Bee – continuing. One students progressed to the state final for spelling
- Professional Learning for all staff, including: on line courses, career development courses, curriculum courses and Student Welfare courses

Significant programs and initiatives
Aboriginal education
In 2012 the school was involved in:
- NAIDOC celebrations which involved a special Year 6 assembly with performances by all classes
- PLP’s continue to be developed with monitoring by School Learning Support Team
- Djinggi program participation
- Closer relationships were built with Aboriginal families through special invitation to meeting. This will continue in 2013
- Within the Quality Teaching Framework, a part of the SIGNIFICANCE dimension, teachers plan lessons with an Aboriginal perspective where appropriate
- NORTA NORTA funding to assist students in Literacy and Numeracy
Multicultural education
During 2012 Bodalla Public School has:

- As part of our HSIE units, developed multicultural themes and promoted key understandings.
- Included multicultural perspectives as part of Public Speaking activities such as Gulaga Public Speaking.
- Used World Music from Sing 2012 to develop a greater awareness of other cultures around the world.
- Participated in the CWA International Day (East Timor) to increase students’ knowledge about other parts of the world.
- Used the Cultural Diversity Calendar and the Teachers Resource book in Visual Arts and English KLA’s to develop positive attitudes and acceptance of a variety of cultures.
- Focused activities in HSIE and Science around Problematic Knowledge area in QTF.

Other Significant Programs
Student Leadership
Bodalla Public School Parliament was in its second year in 2012. The program has strengthened students’ confidence to participate in leading the school. The influence of the parliament ministers has had a very positive affect on the younger members of the student body. The participation in leadership activities has helped to develop stronger focus in the leadership team.

As well as the parliament ministers, our sports captains and vice captains also participate in Learning Community leadership activities to further enhance their potential.

In 2012, the Leadership team participated in:
- ANZAC Day Dawn Service at Tuross
- Leadership workshops
- EBLC Leadership Conference
- National Young Leaders Day
- Annual EBLC Leadership Awards
- Parliament meetings
- Decision-making at school level

Student Welfare
Stop, Think, Do Program
The Social Skills program STOP, THINK, DO was implemented as part of our Student Welfare policy. This program teaches children to make appropriate choices for their own behavior based on greater empathy. This program was implemented in all classrooms in 2012. This is an Australian social skills program which aims to develop the social competence and emotional intelligence children need in order to make and keep friends and relate better with all people in their lives. An additional benefit allows children to develop appropriate self-control and to make decisions about the behavior that is best for them in different situations. It teaches them how to deal with situations including bullying.

Reach Rookys
Rookys workshops focus on building resilience and self-belief in students, encouraging them to become aware of their behavior and the impact this has on their environment.

The program features:
- Series of four workshops held over one to two years, for 30 students (approx. class size) in Years 5 and 6
- Create safe spaces where students can explore their feelings and connect with their peers
- Supports students to develop coping strategies and skills and build resilience
- The team of young, highly trained Reach crew use a casual, non-threatening approach and the medium of popular culture to engage students and communicate the workshop’s messages. By offering questions that provoke positive and critical thinking, the workshops encourage participants to actively explore themes such as self confidence, bullying, social inclusion, coping skills and a positive attitude toward the transition to secondary school. (Information from www.reach.org.au).
Programs for students with additional learning needs

Multilit
- The MULTILIT Reading Tutor Program (Making Up For Lost Time In Literacy) focuses on improving the literacy skills of low-progress students through explicit, systematic and intensive teaching and tutoring of literacy skills.
- Five students are on this program at any one time with each student receiving four 20-30 min sessions per week.
- During 2012 15 students experienced the MULTILIT Program of which 7 students completed the program and 5 students were referred to complete the program in 2013.

School Learning Support Officers
- There are 4 SLSOs employed.
- Their duties are to assist the classroom teachers in implementing Individual Learning Plans and specific learning programs such as MULTILIT and Norta Norta.
- Two of the SLSOs completed an on-line training course in Autism Spectrum Disorder (ASD).
- Three SLSOs also went to the Wendy Lawson professional learning seminar on ASD at Narooma.
- They also completed their first aid certificates.

Norta Norta
- The Norta Norta Program (Ngiyampaa for learning) provides funding for learning assistance for Aboriginal students in Years 4 and 6 who have had their learning and support needs identified from the NAPLAN results during 2011.
- In 2012 an indigenous SLSO was employed using the Norta Norta funding to provide learning support for students who met the criteria of this program.

Lunchtime LEGO Club
- The Lunchtime LEGO Club was available 4 days per week and was started to foster social skills development across the whole school.
- In Term 4 this club was changed to a Drawing Club to encourage other students to participate and foster their interests as well as continuing to develop the social skills of all students.

Learning Support Team Management Plans
- Individual plans are developed to cater for children who have additional needs. These plans have included a roster of Year 5 and 6 students to assist when needed in the playground.

Progress on 2012 targets
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School Priority 1
Literacy and Numeracy

2012 Targets
- Increase percentage of students in proficiency bands in NAPLAN Reading in Yr 3 from 38% to 50%
- Increase percentage of students in proficiency bands in NAPLAN Reading in Yr 5 from 32% to 48%
- Increase percentage of students in proficiency bands in NAPLAN Numeracy in Yr 3 from 24% to 36%
- Increase percentage of students in proficiency bands in NAPLAN Numeracy in Yr 5 from 11% to 36%
All students in Kindergarten in Reading attain RR Level 9 by final assessment
All students in Reading in Year 1 attain RR Level 16 by final assessment
All students in Reading in Year 2 attain RR Level 25 by final assessment

Our achievements include:
- Best Start embedded in Kinder
- Teacher professional learning in Spelling
- Year 3 achieving in Bands 4, 5, 6 in Reading – 43%
- Year 5 achieving in Bands 6, 7, 8 in Reading – 48%
- Year 3 achieving in Bands 4, 5, 6 in Numeracy – 38%
- Year 5 achieving in Bands 6, 7, 8 in Numeracy – 33%
- 65% students in Kinder attain RR level 9
- 85% students in Yr 1 attain RR level 16
- 78% students in Yr 2 attain RR level 25

School Priority 2

Aboriginal Education

2012 Target
- Attendance for Aboriginal students improve from approximately 90% to 92%
- Suspension rates to be under 4 days
- 80% of students above minimum standard in NAPLAN Reading and Numeracy in both Year 5 and year 3 (66.7% in 2011 Yr 3 Reading; 50% Yr 5 Reading 2011; 75% in Yr 3 Numeracy 2011; 50% in Yr 5 Numeracy 2011

Our achievements include:
- All staff commenced No Gaps, No Excuses professional learning program
- Participation in the Djinggi program – a year 11 student worked in Yr 1/2 classroom for two terms one day per week
- Studyladder implemented school wide
- Parent invitations to meet with teacher accepted - approximately 50%. PLPs reviewed and monitored
- Attendance for Aboriginal students averaged at 4.5 days absent per term

Focus must remain on improving Aboriginal students’ achievements in NAPLAN.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Emergency Management and Spelling.

Emergency Management Plan

Background
The Emergency Management Plan had not been evaluated since 2009, although updates had occurred. It was decided to run an evacuation drill without notice to see if the current system was effective.

Findings and conclusions
All permanent, long term staff at the school knew what to do.
New staff found the posters with procedures too wordy and had details that were no longer current.
Casual staff had no idea what to do.
A simpler flow chart was needed. Each classroom and office space had to have new flow charts in place for 2013.

Future directions
Trial of new system for Evacuation and lock down in Term 1 2013 and upload to ICE the new plan and procedures.
Spelling

Background

NAPLAN results in spelling have declined over the last few years and this is reflected across the region. ISER developed a professional learning course to be used in each school which allowed for an analysis of student strengths and weaknesses in spelling.

Findings and Conclusions

Narooma High School HAT delivered spelling test to Year 4 and Year 6 students in each school within the community of schools. Findings indicated errors were based on all four spelling knowledges with phonological strategies relied on more than the others. Children who had difficulty in this area were not using visual, morphemic or etymological strategies efficiently. The Spelling Matters text which had formed the basis of Spelling at the school was not a good resource for those children.

Future Directions

Professional learning in Spelling as part of the AL pedagogy is to be undertaken in 2013. A strong emphasis is to be placed on using all four spelling knowledges for all students. Lists are to be developed according to the current classroom context. Teaching Spelling K – 6 is to be used as the primary resource for spelling in teaching and learning programs. Spelling assessment is to be more varied and meaningful than Friday list tests.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Parent Comments

The parent body of the school is very positive. The development of the computer room is seen as a very worthwhile use of currently unused space. In addition, the refurbishment of the Art Studio has added another dimension to the Visual Arts focus in the school. Excursions are very popular but the costs of these are a concern. Parents have expressed happiness with the class teachers and the staff and parents enjoy a very relaxed but productive relationship. Parents like being able to come to the school and discuss their child’s progress with teachers, both formally and informally.

The senior students were surveyed in 2012. Following are some comments that they made

‘Great friendly staff, fantastic curriculum, super fun excursions, activities and sports!’ (Lachlan – Yr 6)

‘The best thing about being at Bodalla is that it’s small. Because it’s small, you know everybody. When I talk to other kids from different schools I ask if they know a particular person and most of the time they say no. I find it a lot easier to make friends here because it’s smaller. Plus, everyone is so nice and honestly, I hardly ever see bullying at this school.’ (Erin – Yr 6)

‘The best thing about being at Bodalla is that we have a lot of space to play in. We have a basketball court, soccer oval, and a large covered area for shade. Our school is different to larger schools because all of the students know each other really well and we always get along. We also have a lot of greenery at Bodalla.’ (Mikaela – Yr 5)

‘Everyone is always happy and cheerful. You learn loads and I enjoy being here!’ (Reuben – Yr 6)

‘All the teachers know your name and everyone knows each other and looks out for each other. We are like a family.’ (Pia – Yr 6)

‘My favourite things about Bodalla are: 1) lunchtime competitions 2) the environment 3) the space 4) the teachers 5) the students 6) being Mort Captain 7) the Canberra & Berry excursions 8) the sports teams 9) the classrooms 10) the lessons (sometimes). Overall rating = 10/10’ (Francis – Yr 6)
Teachers and School Administrative and Support Staff all profess satisfaction with the school setting. They feel their work is valued and that they have the collegial support they need as well as the support from the parents. Teachers discuss professional goals as well as their teaching and learning program as part of the TARS process and have commented on the professional value this process delivers to them.

Professional learning

Staff have been involved in the following professional learning activities:

- Accelerated Literacy regional Tutor Training
- Continuing Accelerated Literacy implementation – whole school
- Career development conferences and meetings
- Analysing NAPLAN maths results – coordinator maths centre
- Reading Recovery Training continuing
- Live Life Well @School
- Reading Comprehension – Super Six Strategies - Accelerated Literacy and Comprehension – Tutor
- Anti-Bullying
- ISER Spelling
- More About Spelling – Accelerated Literacy additional module
- MULTILIT – Reading Tutor Program (SLSO)
- STOP THINK DO – Social Skills Program – whole staff
- MINILIT – for targeted groups – Early Intervention in Reading – School Learning Support Teams

School priority 1

Literacy and Numeracy

Outcome for 2012–2014

Students match or better state/national results in Literacy and Numeracy in NAPLAN.

Aboriginal students match or better achievements of non-Aboriginal students.

2013 Targets to achieve this outcome include:

- Increase percentage of students in proficiency bands in NAPLAN Reading in Yr 3 from 43% to 50%
- Increase percentage of students in proficiency bands in NAPLAN Reading in Yr 3 2011 from 38% to 45% in Year 5 2013 NAPLAN
- Increase percentage of students in proficiency bands in NAPLAN Reading in Year 5 2011 from 33% to 40% in Year 7 2013 NAPLAN
- All students in Kindergarten in Reading attain RR Level 9 by final assessment.
- All students in Reading in Year 1 attain RR Level 16 by final assessment
- All students in Reading in Year 2 attain RR Level 25 by final assessment
- Increase percentage of students in proficiency bands in NAPLAN Numeracy in Yr 3 from 8% to 16%
- Increase percentage of students in proficiency bands in NAPLAN Numeracy in Yr 3 2011 from 24% to 36% in Year 5 2013
- Increase percentage of students in proficiency bands in NAPLAN Numeracy in Yr 5 2011 from 11% to 22% in Year 5 2013

Strategies to achieve these targets include:

- Teacher Professional learning in Reading Comprehension – the Super Six Strategies – all staff
- Further implementation of Accelerated Literacy in Years 3-6
• Teacher Professional Learning in Grammar and Text Analysis
  o Demonstration lessons for support of teaching sequence
  o TARS process to support implementation
  o Resource development to support Accelerated Literacy and Literacy in classrooms
• Whole school evaluation of assessment in Literacy and Numeracy.
• Development of rich assessment tasks and rubrics to support teaching and learning.
• TPL in Professional Learning meetings.
• Stage and year planning days.
• TARS support meetings with supervisor.
• Implementation of BEST START K – 1.
• Analysis of NAPLAN results in Numeracy
• Identification of strengths and weaknesses
  - Development of an action plan to address areas of weakness
  - Professional learning to align teaching strategies with QTF
• Further implementation of CMIT.
• Development of assessment tasks embedded in teaching and learning process.
• Plan strategies to increase working mathematically.
• Development of Maths Centre to focus on practical aspects of syllabus implementation and working mathematically outcomes.
• Teacher professional learning in use of centre.
• Action plan developed to ensure rich assessment tasks and rubrics are embedded in the teaching and learning process.

School priority 2

Australian Curriculum
Outcome for 2012–2014
By 2014, teachers are ready to implement the Australia Curriculum in the areas of: ENGLISH and MATHEMATICS

2013 Targets to achieve this outcome include:
All teachers familiar with English K – 10 Syllabus

Strategies to achieve this target:
• New syllabus documents available for staff to view and use.
• PL staff meetings – plan each year for syllabus implementation stages (separate TPL plan)SDD.
• Staff expertise utilized to lead groups – Liaising/working with COS groups set up.
• Whole school plans developed.
• Teacher professional learning participation at State/Region/SSEG/COS level.
• Full Implementation
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Glenda Woods – Learning and Support Teacher

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: